

ABSTRAK

Maryati, Leni.2013. PENINGKATAN KEMAMPUAN MENYELESAIKAN SOAL CERITA PECAHAN PENJUMLAHAN DAN PENGURANGAN MENGGUNAKAN METODE KERJA KELOMPOK KELAS IIIA SD KANISIUS DEMANGAN BARU 1

Tahun Pelajaran 2010/2011

Penelitian ini dilakukan pada mata pelajaran Matematika, terutama pada kegiatan penyelesaian soal cerita melibatkan operasi hitung campur penjumlahan dan pengurangan. Tujuan penelitian ini untuk meningkatkan kemampuan peserta didik dalam menyelesaikan soal cerita kelas IIIA SD Kanisius Demangan Baru 1 Tahun Ajaran 2010/2011.

Penelitian ini merupakan penelitian tindakan kelas (PTK). Setiap siklus meliputi 4 tahap yaitu tahap perencanaan tindakan, tahap pelaksanaan tindakan, tahap observasi, dan tahap refleksi. Penelitian ini dilaksanakan di kelas IIIA SD Kanisius Demangan Baru 1 Jalan Demangan Baru No. 22, Catur Tunggal, Depok, Sleman. Subjek penelitian berjumlah 36 siswa. Namun pada penelitian siklus I, siswa tidak hadir 3 orang. Akhirnya ditetapkan siswa yang mengikuti penelitian siklus I dan siklus II 33 orang. Penelitian Tindakan Kelas yang dilaksanakan peneliti terdiri dari 2 siklus. Pada siklus 1, menyelesaikan soal cerita tentang pecahan sederhana penjumlahan dan pengurangan dengan penyebut sama. Pembelajaran dalam siklus ini menggunakan bantuan media blok pecahan dan LKS. Pada siklus 2, siswa menyelesaikan soal cerita hitung campur pecahan penjumlahan dan pengurangan. Pengumpulan data dilakukan dengan penilaian produk. Teknik analisis data yang digunakan yaitu dengan perhitungan skor rata-rata siswa.

Hasil penelitian menunjukkan bahwa ada peningkatan kemampuan menyelesaikan soal cerita pecahan hitung campur kelas IIIA SD Kanisius Demangan Baru 1. Hal ini ditunjukkan dari skor hasil penyelesaian setiap siklus yang semakin meningkat. Data awal menunjukkan 40% siswa yang mencapai KKM, dengan nilai rata-rata 50,5. Pada siklus I, siswa yang mendapatkan skor mencapai KKM yang ditetapkan sebanyak 54,55%, melebihi target yang ditetapkan yaitu 50%, dengan nilai rata-rata kelas 62,82. Pada siklus II, siswa yang mendapatkan skor mencapai KKM yang ditetapkan sebanyak 66,67%, juga melebihi target yang ditetapkan yaitu 60%, dengan nilai rata-rata kelas di akhir siklus II 74,2. Kriteria Ketuntasan Minimal (KKM) Matematika yang telah ditetapkan adalah 65.

Kata kunci: peningkatan kemampuan menyelesaikan soal cerita, penjumlahan dan pengurangan

ABSTRACT

Maryati, Leni.2013. Improving Students Ability to Complete Word Problems On Adding and Substracting Fractions Using Group Work Method in IIIA Class of SD Kanisius Demangan Baru 1
Academic Year 2010/2011

This research was conducted on Mathematics subject, especially on the completing word problems which contained mixed addition and subtraction. This research aimed to improve the students' ability in completing word problems. The subjects of this research were the students of IIIA at SD Kanisius Demangan Baru 1 academic year 2010/2011.

This research is an action research. Each cycle consists of 4 phases, those are action planning, action, observation and reflection. The number of the subjects were 36 students. However, on the first cycle, there were 3 absent students. As a result, there were only 33 students who were able to participate in the first and the second cycle. In the first cycle, the students were supposed to complete some word problems about addition or subtraction of fractions with same integer numerator. The learning activities in this phase were taken from fractions block media and worksheets. In the second cycle, the students completed addition and subtraction word problems. Data collecting was carried out by using product assessment. Data analysis technique was conducted by counting the students average scores.

The research result showed that there was an improvement on the students' ability to complete word problems containing mixed addition and subtraction. It can be seen from the improvement on the students' score on each cycle. Based on the initial data, 40% students who reached minimum mastery criteria (KKM) owned 50,5 average score. In the first cycle, there were 54,55% students who reached minimum mastery criteria. It is beyond of the expectation which was only 50%, with 62,82 average score. In the second cycle, students who reached minimum mastery criteria were about 66, 67%. This was also out of the prediction which previously was only about 60%. The average score in this stage was 74,2. The minimum mastery criteria that had been agreed together was 65.

Keywords: improving the ability to complete word problems, addition and subtraction.